

**OMB NO. 1820-0030**

**Expires: 04/30/06**

**NYS Education Department**

**Draft for public comment**

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2006**

**CFDA No. 84.027A and 84.173A**

**ED FORM No. 9055**

**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS  
Washington, DC 20202-2600**

**Section I****A. Submission Statement for Part B of IDEA**

Please select 1 or 2 below. Check 3 if appropriate.

1.  The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Improvement Act of 2004 and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.
2.  The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2007. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)<sup>1</sup>

Optional:

3.  The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

**B. Conditional Approval for Current Grant Year**

**If the State received conditional approval for the current grant year, check the appropriate statement below:**

1.  The State previously has submitted documentation of completion of all issues identified in the FFY 2005 conditional approval letter.
2.  The State is attaching documentation of completion of all issues identified in the FFY 2005 conditional approval letter. (*Attach documentation showing completion of all issues.*)
3.  The State has not completed all issues identified in the FFY 2005 conditional approval letter. (*Attach documentation showing completion of any issues and a list of items not yet completed.*)

[Chapter 352 of the Laws of 2005](#)

Amendments to Parts 100, 200 and 201 of the Regulations of the Commissioner of Education – Adopted on an emergency basis 9/13/05 and on a permanent basis effective 12/29/05.

See:

<http://www.regents.nysed.gov/2005Meetings/December2005/1205emscvesida1.htm>

For a copy of Parts 200 and 201 of the Regulations with the amendments incorporated, see: <http://www.vesid.nysed.gov/specialed/publications/lawsandregs/coverpage.htm>

<sup>1</sup> A State will be granted conditional approval until it can provide all assurances.

**Section II**

**A. Assurances**

The State makes the following assurances and provisions as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419)

<i>Check and enter date(s) as applicable</i>		<p style="text-align: center;"><b>Assurances</b> (20 U.S.C. 1411-1419)</p>
<b>Yes</b> (Assurance is given.)	<b>No</b> (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
X		1. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
X		2. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1).
X		3. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2))
X		4. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3).
X		5. An individualized education program, or an individualized family service plan that meets the requirements of 20 U.S.C. 1436(d), is developed, reviewed, and revised for each child with a disability in accordance with 20 U.S.C. 1414(d). (20 U.S.C. 1412(a)(4))
X		6. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes,

Check and enter date(s) as applicable		Assurances (20 U.S.C. 1411-1419)
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B).
X		7. Children with disabilities and their parents are afforded the procedural safeguards required by 20 U.S.C. 1415 and in accordance with 20 U.S.C. 1412(a)(6).
	6/30/07	8. Children with disabilities are evaluated in accordance with subsections (a) through (c) of 20 U.S.C. 1414. (20 U.S.C. 1412(a)(7))
X		9. Agencies in the State comply with 20 U.S.C. 1417(c) (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8))
X		10. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. 1437(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 20 U.S.C. 1414(d)(2)(B) and 20 U.S.C. 1436(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under 20 U.S.C. 1435(a)(10). (20 U.S.C. 1412(a)(9))
	6/30/07	11. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 20 U.S.C. 1412(a)(10)(A)-(C) unless the Secretary has arranged for services to those children under subsection (f) [By pass].
X		12. The State educational agency is responsible for ensuring that the requirements of Part B are met according to 20 U.S.C. 1412(a)(11)(A)-(C).

Check and enter date(s) as applicable		Assurances (20 U.S.C. 1411-1419)
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
X		13. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (B) of 20 U.S.C. 1412(a)(12) and the State educational agency, in order to ensure that all services described in subparagraph (B)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under clause (iii). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C).
X		14. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13))
X		15. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E).
X		16. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C).
X		17. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E).
X		18. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C).
X		19. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year in accordance with 20 U.S.C. 1412(a)(18)(A)-(D).

Check and enter date(s) as applicable		<p style="text-align: center;"><b>Assurances</b> (20 U.S.C. 1411-1419)</p>
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
X		20. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19))
X		21. In complying with 20 U.S.C. 1412(a)(17) and (18), a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20))
X		22. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D).
X		23. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B).
	6/30/07	24a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D).



Check and enter date(s) as applicable		Assurances (20 U.S.C. 1411-1419)
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		24b. (Note: Check either "24b.1" or "24b.2" whichever applies.
	6/30/07	24b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than two years after the date of enactment of the IDEA of 2004, the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C))</li> </ul>
		24b.2 The State Educational Agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B))
X		25. The State has in effect, consistent with the purposes of the IDEA and with 20 U.S.C. 1418(d), policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 20 U.S.C. 1401. (20 U.S.C 1412(a)(24))
X		26. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation under subsection (a) or (c) of 20 U.S.C. 1414, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B).
X		27. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under 20 U.S.C. 1413 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3).

Check and enter date(s) as applicable		Assurances (20 U.S.C. 1411-1419)
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
X		28. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3))
X		29. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X		30. The State will continue to comply with the regulations that are still applicable and currently in place.

**B. Certifications**

The State Educational Agency is providing the following certifications:

Yes	
X	1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i> , is on file with the Secretary of Education.  With respect to the <i>Certification Regarding Lobbying</i> , the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
X	2. The State certifies that certifications in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.11 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
X	3. The State certifies that the <b>arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A) are current.</b> This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1).

**C. Statement**

I certify that the State of New York can make the assurances checked as 'yes' in Section II.A and the certifications required in Section II.B and Section II.C of this application, . These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The State will operate its Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2007. (34 CFR §76.104)

I, the undersigned authorized official of the

New York State Education Department,  
*(Name of State and official name of State agency)*

am designated by the Governor of this State to submit this application for FFY 2006 funds under Part B of the Individuals with Disabilities Education Act (IDEA).

Printed/Typed Name and Title of Authorized Representative of the State:	
Theresa E. Savo, Chief Operating Office	
Signature:	Date:

**Section III****Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5)**

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7)) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).<sup>2</sup> The dollar amounts listed by the State in this chart for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

<b>FOR ADMINISTRATIVE ACTIVITIES UNDER PART B</b>		<b>ENTER DOLLAR AMOUNTS</b>
For the purpose of administering this part, including 20 U.S.C. 1411(e)(3), 20 U.S.C. 1419, and the coordination of activities under this part with, and providing technical assistance to, other programs that provide services to children with disabilities. (20 U.S.C. 1411(e)(1)(A))	a.	\$12,985,301
The administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C. (20 U.S.C. 1411 (e)(1)(D))	b.	\$0
A State may use funds the State reserves for administration that are the result of inflationary increases described in 20 U.S.C. 1411(e)(1)(B) for the following activities: (20 U.S.C. 1411(e)(6))		
For support and direct services, including technical assistance, personnel preparation, and professional development and training.	c.	\$0
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	d.	\$0
To assist local educational agencies in meeting personnel shortages.	e.	\$0
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	f.	\$0
<b>Flexibility in Using Funds for Part C (20 U.S.C. 1411(e)(7))</b>		
Any State eligible to receive a grant under 20 U.S.C. 1419 may use funds made available under 20 U.S.C. 1411(e)(1)(A), 20 U.S.C. 1411(f)(3), or 20 U.S.C. 1419(f)(5) to develop and implement a State policy jointly with the lead agency under Part C and the State educational agency to provide early intervention services (which shall include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to	g.	\$0

<sup>2</sup> Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

FOR ADMINISTRATIVE ACTIVITIES UNDER PART B		ENTER DOLLAR AMOUNTS
children with disabilities who are eligible for services under 20 U.S.C. 1419 and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.		
<b>Establishment of High Cost Fund</b> (20 U.S.C. 1411(e)(3)(B)(i))		

FOR OTHER STATE-LEVEL ACTIVITIES		ENTER DOLLAR AMOUNTS
<b>Required Activities</b> Funds reserved under 20 U.S.C. 1411(e)(2)(A) shall be used to carry out the following activities:		
For monitoring, enforcement, and complaint investigation.	h.	\$14,782,724
To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.	i.	\$495,000
<b>Authorized Activities</b> Funds reserved under 20 U.S.C. 1411(e)(2)(A) may be used to carry out the following activities:		
For support and direct services, including technical assistance, personnel preparation, and professional development and training.	j.	\$26,253,501
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	k.	\$3,500,000
To assist local educational agencies in meeting personnel shortages.	l.	\$2,096,500
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	m.	\$1,768,200
To support paperwork reduction activities, including expanding the use of technology in the IEP process.	n.	\$0
To improve the use of technology in the classroom by children with disabilities to enhance learning.	o.	\$225,000
To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.	p.	\$500,000
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	q.	\$4,945,015
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	r.	\$233,362

FOR OTHER STATE-LEVEL ACTIVITIES		ENTER DOLLAR AMOUNTS
To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965.	s.	\$2,295,277
To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.	t.	\$5,340,000
<b>Local Educational Agency Risk Pool</b> (20 U.S.C. 1411(e)(3)(A)): For the purpose of assisting local educational agencies (including a charter school that is a local educational agency or a consortium of local educational agencies) in addressing the needs of high need children with disabilities, each State shall have the option to reserve for each fiscal year 10 percent of the amount of funds the State reserves for State-level activities under 20 U.S.C. 1411(e)(2)(A)		
To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund; and	u.	\$0
To support innovative and effective ways of cost sharing by the State, by a local educational agency, or among a consortium of local educational agencies, as determined by the State in coordination with representatives from local educational agencies, subject to 20 U.S.C. 1411(e)(3)(B)(ii) [Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.].	v.	\$0
<b>Establishment of High Cost Fund</b> (20 U.S.C. 1411(e)(3)(B)(i))		
A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i), <u>but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.</u>		
Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the above charts to meet State priorities. (20 U.S.C. 1411(e)(5)(B))		

Funds are allocated based on local needs in accordance with goals set forth by the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and within IDEA restrictions. LEAs have input into the distribution of amounts through VESID meetings with LEAs, District Superintendents, approved private schools and other constituent groups including the Commissioner's Advisory Panel for Special Education.

#### **Section IV**

##### **State Administration**

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). In addition, the State is required to inform local education agencies in writing of such State-imposed rules, regulation or policy. (20 U.S.C. 1407(a))

**See attached.**

**New York State Law, Regulations and Policy Not Required by Federal Law/Regulation/Policy**

20 U.S.C. § 1407(a)(2) requires that each State identify in writing to the Secretary of the United States Department of Education (USDOE) and to local educational agencies (LEAs) located in the State any rule, regulation or policy as a State-imposed requirement that is not required by the Individuals with Disabilities Education Act (IDEA) and federal regulations. The New York State Education Department has taken steps to conduct a comprehensive and thorough review of its laws and regulations that apply to the education of students with disabilities. The following summary provides a list of New York State (NYS) laws and regulations that differ from federal requirements in effect on the date of the analysis. Items are included in the list where there are no comparable federal requirements because the federal statute and regulations are silent on the subject (e.g., provisions governing rate-setting or the payment of State excess cost aid) as well as where State requirements go beyond federal requirements. Accordingly, the list includes State requirements that, though not technically required by IDEA or the federal regulations currently in place, are necessary for NYS' special education system to function. Requirements that apply equally to disabled and non-disabled students are not included. Statutory requirements are listed first, followed by regulatory requirements.

**Key to Frequently Used Acronyms**

BOCES	Board of Cooperative Educational Services
BOE	Board of Education
CSE	Committee on Special Education
CPSE	Committee on Preschool Special Education
Ed. L.	Education Law
EI	Early Intervention
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHO	Impartial Hearing Officer
LEA	Local Educational Agency
NYC	New York City
NYS	New York State
SEA	State Educational Agency
SED	State Education Department
8 NYCRR	New York Code, Rules and Regulations (Education)
34 CFR	Code of Federal Rules
§	Section

State Requirement	Citation	How State Requirement is Different from Federal Requirement
BOCES required to submit special education space requirements plans by 2/1 of every 5 <sup>th</sup> year. Requirements for development, content, submission, approval of the plan, amendments to the plan and an annual progress report.	Ed. L. §1950(17)  8 NYCRR §200.2(g)	Federal law does not specify how a state must ensure space in facilities to meet the needs of students with disabilities and least restrictive environment responsibilities.
The school district of residence is the LEA and develops the IEP for charter school students.	Ed. L. §2853(4)	Federal law leaves it to the states to decide whether charter schools are LEAs or are schools of a school district.
School districts must have an approved plan for the use of State public excess cost aid in the most educationally advantageous manner.	Ed. L. §3602(10)(a)	Federal law does not impose planning requirements relating to the use of State aid.
School districts submit an approved plan of service every two years as a condition of receipt of State public excess cost aid.	Ed. L. §3602(10)(b)	Federal law does not impose planning requirements relating to the use of State aid.
State aid formulas for the computation of State public excess cost aid.	Ed. L. §§3602(1) & (19); Chapter 53 of the Laws of 2005	Federal law does not prescribe formulas for computing State aid for services to students with disabilities.
Minimum periods of instruction or services to qualify for weightings that generate additional state public excess cost aid (e.g., 20% or more of the school week in a resource room or receiving special services or programs; 60% or more of the school day in a special class or an integrated setting).	Ed. L. §3602 (19)(b); Chapter 53 of the Laws of 2005	Federal law does not prescribe formulas for computing State aid for services to students with disabilities.
Students with disabilities who are residents of the State attending nonpublic schools located in the State are dually enrolled in the public schools for purposes of special education and receive services pursuant to an IEP developed by the CSE of the student's school district of residence. Parents must request special education services before June 1 preceding the school year for which the request is made subject to certain exceptions.	Ed. L. §3602-c (2)(a)	Federal law requires that the school district in which the nonpublic school is located uses a proportionate share of its IDEA funds to provide services to nonpublic school students, based on consultation with nonpublic school representatives. Districts develop an individualized service plan (ISP) for a student that does not create an individual right to services.
A parent of a student attending a nonpublic school may bring an impartial hearing to challenge their	Ed. L. §3602-c (2)(a)	Nonpublic school students do not have an individual right to services under IDEA and

State Requirement	Citation	How State Requirement is Different from Federal Requirement
child's IEP.		therefore are not entitled to a due process hearing.
School district in which the nonpublic school is located refers a nonpublic school student suspected of having a disability to the CSE of the child's school district of residence for evaluation.	Ed. L. §3602-c(2-a)	Federal law imposes child find requirement on the school district of location and does not require referral to the school district of residence to conduct the evaluation.
School district of location serving a nonpublic school student recovers tuition from the school district of residence of the student, exclusive of costs paid by district of location using federal or State funds.	Ed. L. §3602-c(7)	Federal law does not address the recovery of tuition costs incurred by the school district in which the nonpublic school is located for nonresident students, where the services required under State law exceed the federal minimum and require a substantial State and local contribution.
Establishes a timeline of 42 days of the date of receipt of a request by a CSE for evaluative information for the CSE to provide such information and recommendation to the requesting agency. Establishes procedures for the CSE receiving such a request to obtain parental consent for the evaluation to develop a written recommendation.	Ed. L. §4005(1)  8 NYCRR §200.4(h)	There are no comparable federal requirements.
Reimbursement of costs of tuition and maintenance for students attending a State-supported school for the deaf or blind.	Ed. L. Law §§4204,4207, 4204-b, 4211	Federal law does not require that states set tuition or maintenance rates for schools and leaves it to the states to assign fiscal responsibility for special education programs and services among school districts and other public agencies.
Deaf infant definition includes infants who are unable to respond to sounds presented at intensities of 60 decibels sound pressure level.	Ed. L. §4204(a)  8 NYCRR §200.7 (d)(7)(i)(a)	The federal definition of deaf infant does not include a decibel sound pressure standard.
Admission to State-operated schools for the blind and deaf through appointment by the Commissioner.	Ed. L. §§4308(1)–(2)(a); 4351–4355 (a)(2)  8 NYCRR §200.7(d)(1)	There are no federal requirements regarding appointment to State operated schools.
Requires school psychologist and additional parent member as members of the multidisciplinary team (MDT) at the State-operated schools. Requires	Ed. L. §§4308(2)(b) -(e); 4355(2)(b)- (e)	Federal law authorizes the parent and school to agree that the attendance of a CSE member is not necessary or that a CSE

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>a physician to be a member of the MDT if requested by the school or parent 3 days before the meeting.</p> <p>All members of the MDT must participate in meetings except that the parent can decline the participation of the additional parent member.</p> <p>Additional MDT members may be appointed by school district of residence.</p>	<p>8 NYCRR §200.7(d)(1)</p>	<p>member could be excused from a meeting. Federal law and regulations do not require a school psychologist, additional parent member or physician.</p> <p>34 CFR §300.554 requires the SEA to ensure that the least restrictive environment requirements in §300.550 are effectively implemented for children in public or private institutions.</p>
<p>The definition of student with a disability includes a student with a disability who requires related services only, because "special education" is defined in a way that includes related services.</p> <p>For all disabilities, the definition does not include a child whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors.</p>	<p>Ed. L. §§4401(1), (2); 4410(1)(i)</p>	<p>Federal regulations provide that a student who only needs related services and not special education is not a child with a disability, except that a state may consider related services to be special education, as New York law does. Federal regulations impose limitations on eligibility determinations based on limited English proficiency for all disability categories.</p>
<p>Definition of special services or programs includes transportation as a special education service, transitional support services and related services.</p>	<p>Ed. L. §4401(2)</p> <p>8 NYCRR §§200.1(ww); 200.1(ddd)</p>	<p>Federal requirements include transportation as a related service; does not reference transitional support services; and does not include related services as special education.</p>
<p>Definition of transition services includes integrated "competitive" employment.</p>	<p>Ed. L. §4401(9)</p> <p>8 NYCRR §200.1(fff)</p>	<p>Federal requirements do not specify that integrated employment must be competitive integrated employment.</p>
<p>Referrals for special education evaluations may be made by a student's parent, a professional staff member of the school district in which the student resides, or the public or private school the student legally attends, a licensed physician, a judicial officer, the commissioner or designee of a public agency or the pupil, if 18 or older or is an emancipated minor.</p>	<p>Ed. L. §4401-a(1)</p> <p>8 NYCRR §§200.4(a)(1)(iii)-(vi); 200.5(b)(1)(i)(c)</p>	<p>Federal law states that either a parent of a child, or a State educational agency, other SEA or LEA may initiate a request for an initial evaluation to determine if the child is a child with a disability (20 USC §1414(a)(1)(B)).</p>

State Requirement	Citation	How State Requirement is Different from Federal Requirement
The referral for an initial evaluation must include the reasons for referral and include any test results, records or reports upon which the referral is based, describe prereferral services provided or why no such attempts were made and describe the extent of parental contact or involvement prior to the referral.	Ed. L. §4401-a(2)  8 NYCRR §200.4(a)(2)	There is no federal requirement that specifies what must be included in a written referral.
A referral received by the building administrator must be forwarded to the CSE chairperson immediately upon its receipt by the administrator, or, if received by the committee chairperson, to the building administrator within 5 days Regulations establish procedures for the withdrawal of a referral for special education. If the BOE does not obtain parent consent for an initial evaluation within 30 days, it may pursue due process.	Ed. L. §4401-a(3)  8 NYCRR §§200.4(a)(3)- (5), 200.4(a)(7) - (9)	There are no federal requirements or timelines for forwarding the referral to a school administrator or procedures to withdraw a referral or timelines for obtaining consent from the parent from the date of the receipt of the referral.
Prereferral supports and services: Special education services and programs should be provided after the appropriateness of the resources of the general education program, including educationally related support services, speech and language improvement services and remedial instruction have been considered. Requires plan and policies for implementation of school-wide approaches and prereferral interventions.	Ed. L. §§4401-a(5); 3602(32)  8 NYCRR §200.2(b)(7)	There are no federal requirements for consideration of prereferral supports and services or for a plan or policies for implementation of school wide approaches and prereferral interventions.
A student determined ineligible for special education must be referred to the building administration for a determination of general education support services for that student.	Ed. L. §4401-a(6)  8 NYCRR §§200.4(d)(1)(i) and (iii); 100.1(q)	There are no federal requirements for consideration of general education support services when a student is determined ineligible for special education services.
IEP recommendations must be developed in meetings of the CSE.	Ed. L. §4402(1)(b)(2)  8 NYCRR §200.4(d)(4)(i)	IDEA allows the LEA and parent to agree to amend the IEP after the annual review without a meeting.
Requires school psychologist and additional parent member as members of the CSE. Requires a physician to be	Ed. L. §4402(1)(b)(1)(a) and (b)	Federal law authorizes the parent and school to agree that the attendance of a CSE member is

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>a member of the CSE if requested by the school or parent 3 days before the meeting.</p> <p>All members of the CSE must participate in meetings except that the parent can decline the participation of the additional parent member.</p>	<p>8 NYCRR §200.3(a)(1)</p>	<p>not necessary or that a CSE member could be excused from a meeting. Federal law and regulations do not require a school psychologist, additional parent member or physician.</p>
<p>Subcommittees on Special Education: School districts with more than 125,000 inhabitants must appoint subcommittees to the extent necessary to ensure timely evaluation and placement of students with disabilities. The school psychologist is a required member whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff-to-student ratio is recommended. Subcommittees must submit an annual report to CSE. The parent has the right to disagree with subcommittee and refer to CSE.</p>	<p>Ed. L. §4402(1)(b)(1)(d)</p> <p>8 NYCRR §200.3(c)</p>	<p>The subcommittee membership is the same as the federal mandated IEP team membership, with the exception of the requirements for participation of the school psychologist. Federal requirements allow the parent and LEA to agree that the participation of a member is not necessary or that a member may be excused.</p>
<p>The CSE must make a recommendation as to the appropriate programs and services. Any meeting to develop, review or revise the IEP must be conducted by the CSE or subcommittee thereof.</p>	<p>Ed. L. §4402(1)(b)(2)</p> <p>8 NYCRR §200.4(f)</p>	<p>Federal law allows the parent and LEA to agree to amend the IEP after the annual review without a meeting.</p>
<p>Individual evaluation requires specific assessments to be conducted as part of the initial evaluation: physical examination, individual psychological evaluation, social history and functional behavioral assessment (FBA) required components of a student's initial individual evaluation.</p>	<p>Ed. L. §4402(1)(b)(3)(a)</p> <p>8 NYCRR §§200.1(r), (aa), (bb), (tt) and (ddd); 200.4(b)(1)(i) – (v); 200.16(c)</p>	<p>Federal requirements do not prescribe specific types of assessments that must be conducted as part of an initial evaluation except that a classroom observation is a federal requirement for students with specific learning disabilities. The terms psychological evaluation, social history and FBA are not defined in federal law or regulation.</p>
<p>Establishes the process for a school psychologist to determine the need to administer an individual psychological evaluation and requires a written report when such evaluation is determined not to be necessary.</p>	<p>Ed. L. §4402(1)(b)(3)(a)</p> <p>8 NYCRR §200.4(b)(2)</p>	<p>There is no comparable federal requirement.</p>
<p>Specifies that the LEA representative who can reach agreement with the parent for reevaluations more</p>	<p>Ed. L. §4402(1)(b)(3)(d)</p>	<p>Federal law states that the LEA and the parent can reach agreement that a reevaluation is</p>

State Requirement	Citation	How State Requirement is Different from Federal Requirement
frequently than once a year must be the LEA representative appointed to the CSE or CPSE. Requires a reevaluation at least every three years.	8 NYCRR §200.4(b)(4)	necessary more than once in a year and authorizes the parent and LEA to agree that the three-year reevaluation is not necessary.
The CSE/CPSE may recommend a placement in a school that uses psychotropic drugs only if such school has a written policy pertaining to such use and the parent is given the written policy at the time the recommendation is made.	Ed. L. §4402(1)(b)(3)(b)  8 NYCRR §200.5(a)(6)(v)	There is no comparable federal requirement.
The school must provide written prior notice to the parents of his/her opportunity to address the committee, either in person or in writing, on the appropriateness of the committee's recommendation on program placement to be made to the BOE or trustees.	Ed. L. §4402(1)(b)(3)(c)	There is no specific federal requirement for this notice to the parent.
When a child has been placed in a residential placement or is at risk of a residential placement, parents must be notified of when their child's right to FAPE will end.	Ed. L. §4402(1)(b)(3)(c)	There is no comparable federal requirement.
Requires the school district to provide a form to parents of certain children with disabilities who are veterans of the Vietnam war for a report to the Division of Veterans' Affairs for research purposes.	Ed. L. §4402(1)(b)(3)(h); Executive Law §353(14)	There is no comparable federal requirement.
Requires BOEs to have plans and policies for appropriate declassification of students with disabilities – regular consideration for declassifying students when appropriate and the provision of educational and support services upon declassification.	Ed. L. §4402(1)(b)(3)(d-2)  8 NYCRR §200.2(b)(8)	There is no comparable federal requirement.
For a child at risk of residential placement, the CSE must provide the parent with information about community support services, including an assessment of the family's community support service needs and the name and address of the agency that can perform the assessment.	Ed. L. §4402(1)(b)(4)(a)	There is no comparable federal requirement.
When a CSE determines that a child in foster care is at risk of a future	Ed. L. §4402(1)(b)(4)(b)	There is no comparable federal requirement.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
placement in a residential school, the CSE must notify the local social services district responsible for the child.		
Procedures are established for CSEs when a child has been determined to be at risk of a future placement in a residential school, including inviting a representative from the appropriate county or State agency participate in CSE meetings concerning the appropriateness of residential placement and other programs and placement alternatives.	Ed. L. §§4402(1)(b)(4)(c) and (d); 4403(19)  8 NYCRR §§200.4(d)(4)(i)(b); 200.5(a)(6)(iii)	There is no comparable federal requirement.
Authorizes residential schools to provide transitional care to adults who were in residential schools prior to their 21st birthdays and requires the residential school to develop a transfer plan to facilitate the individual's transfer to an adult program.	Ed. L. §4402(1)(b)(4)(e) and (f)	There is no comparable federal requirement.
Establishes procedures and timelines for the CSE to provide written notice to the parents or guardian (or the student if the student is age 18 or older) who are in residential programs, receiving special education services 100% of the school day, receiving individualized attention or intervention because of intensive management needs or a severe disability and/or who may need adult services as determined by the CSE, to inform such students/parents that their eligibility for special education services will end and obtain consent to share information on the student with appropriate adult agencies. Requires the school district to forward information to the adult agencies and prepare an annual report to SED on all students with disabilities aging out or graduating.	Ed. L. §§4402(1)(b)(3) (c); 4402(5)  8 NYCRR §§200.4(i); 200.5(a)(6)(iii)	There are no comparable federal requirements.
Requires school districts to make periodic evaluations of programs, services and facilities for students with disabilities and report at least annually to the BOE.	Ed. L. §§4402(1)(b)(3) (e) and (f); 3602(10)  8 NYCRR §200.2(c)	States and LEAs are required to assure that students with disabilities receive FAPE, but there are no specific federal requirements relating to planning or self-evaluations by LEAs or for annual reports to the BOE.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
Establishes timelines and procedures for transfer of information to adult agencies for students transitioning to adult services, including written notice to parents or student and the opportunity to consent to transfer information within 20 days.	Ed. L. §4402(1)(b)(5)	There is no comparable federal requirement.
The CSE/CPSE must provide a copy of the State's handbook for parents of students with disabilities or a locally approved handbook when a student is referred for special education.	Ed. L. §4402(1)(b)(7)	There is no comparable federal requirement.
Written consent of the parent is required prior to initial provision of special education services in a 12-month special service and/or program.	Ed. L. §4402(2)(a)  8 NYCRR §200.5(b)(1)(iii)	Federal regulations allow a State to require parental consent for other services and activities if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.
For students eligible for 12-month services, the IEP must identify the provider of services and for preschool students, the reason for such recommendation.	Ed. L. §4402(2)(a)  8 NYCRR §200.4(d)(2)(x)	Federal law does not require that IEPs include this specific information on providers of 12-month services.
Eligibility of students for 12-month special services and/or programs in accordance with their need to prevent substantial regression. Requires July/August programs to operate for at least 30 days.	Ed. L. §§4402(2)(a); 4403(17); 4410(5)(h)  8 NYCRR §§200.1(aaa); 200.1(eee); 200.6(j); 200.16(i)(3)(v)	Federal regulations require that extended school year be provided where necessary to provide FAPE, but do not contain a specific standard. Federal requirements are silent on the operation of 12-month programs.
Requires the school district to place students in private school programs only after consideration of public school options.	Ed. L. §4402(2)(b)(1) and (2)	Federal law and regulations require placement in the least restrictive environment.
The BOE must provide written notice of its determination if the BOE is inconsistent with the recommendation of the CSE. The notice must provide the reasons for the board's determination and identify the factors considered by the CSE in its evaluations.	Ed. L. §4402(2)(b)(2)  8 NYCRR §§200.2(d); 200.5(a)(6)(ii)	There are no federal requirements relating to notices from the BOE. Federal law and regulations require that parents receive prior written notice of a proposed action or refusal of an action relating to the provision of FAPE to their child.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
If the BOE disagrees with the recommendation of the CSE, the BOE may remand the recommendation to the CSE or subcommittee or establish a second CSE or subcommittee to develop a new recommendation for the student.	Ed. L. §4402(2)(b)(2)  8 NYCRR §200.4(e)(2)	There is no comparable federal requirement.
If the board cannot secure an appropriate special service within the State or non-residential program to meet the needs of the student, it must notify the Commissioner.	Ed. L. §4402(2)(b)(3)	There is no comparable federal requirement.
A BOE (except NYC) may, upon written approval from the Commissioner, exceed the special class size standards for middle and secondary school special classes.	Ed. L. §4402(2)(d)(1) and (2)  8 NYCRR §§200.1(uu) 200.6(g)(6)	There are no federal requirements for special class sizes.
The total number of students assigned to a resource room teacher cannot exceed 20 students (with a variance for NYC) or 25 students for students in grades 7-12 or a multi-level middle school program operating on a period basis (with a variance for NYC).	Ed. L. §4403(3)  8 NYCRR §200.6(f)(5)	There are no comparable federal requirements.
School districts must provide transportation up to 50 miles to and from a nonpublic school if a student with a disability has been identified by the CSE as receiving services or programs similar to special education programs recommended by the CSE. (Transportation only provision for private school students.)	Ed. L. §4402(4)(d)	There is no comparable federal requirement.
Allows a student with a disability to receive FAPE until the end of the school year in which the student turns age 21.	Ed. L. §4402(5)	Federal regulations require each State to ensure that all children with disabilities aged 3 through 21 residing in the State have a right to FAPE.
BOEs in a city school district with a population of 175,000 or more inhabitants (except for NYC) are permitted to increase class sizes in middle/secondary special classes. The authorization terminates on June 30 <sup>th</sup> of the school year. Districts must implement a study of attendance problems at the secondary level and	Ed. L. §4402(6)  8 NYCRR §200.6(g)(6)(iii)	There are no federal requirements for special class sizes.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
implement a corrective action plan to increase the rate of attendance to at least the rate for students attending regular education classes in secondary schools of the district.		
Requires the BOE to establish administrative practices and procedures to provide copies of IEPs to teachers and providers before the implementation of the IEP. Chairperson must designate an individual as defined in statute to inform school personnel of IEP responsibilities.	Ed. L. §4402(7) (Chapter 408 of the Laws of 2002)  8 NYCRR §§200.1(xx); 200.2(b)(11); 200.4(e)(3)(i) and (ii)	Federal law requires each public agency to ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation.
The Commissioner must establish standards and procedures for the protection of students with disabilities in approved private residential schools from abuse and maltreatment and must cooperate with other State agencies in resolving complaints and taking remedial actions.	Ed. L. §4403(11), (12) & (13) Social Services Law §483-d  8 NYCRR §200.15	Federal law does not address procedures for prevention and remediation of child abuse or maltreatment.
The Commissioner approves the provision of early intervention services by approved preschool providers.	Ed. L. §4403(18)	Federal law does not require the SEA to approve providers of early intervention services.
The Commissioner must identify school districts with high rates of identification of students with disabilities, low rates of declassification, high rates of placement of students with disabilities in separate sites and school districts with significant disproportionality based on race and ethnicity in such identification or placement in particular settings and provide technical assistance to develop effective strategies to improve such results.	Ed. L. §4403(21) and (22)	Section 618 of IDEA imposes very similar but not identical data reporting requirements on states, and states may be required to take remedial action under section 618(d) or section 616 of IDEA. States are not required to report on rates of declassification or identify districts with low rates of declassification.
IHOs are selected from a list through a rotational selection process. Definition of IHO requires IHOs to be attorneys and to have access to support and equipment. Prohibits an IHO from serving for two years following their term of employment in a school district, school or program serving students with disabilities placed there by a school district CSE. Requires the IHO not have participated in any manner in the formulation of the recommendation	Ed. L. §4404(1)(c)  8 NYCRR §§200.1(x); 200.2(b)(9); 200.2(e); 200.5(j)(3); and 200.21(a) §200.21(b)(1) - (5)	Although necessary to comply with federal requirements to implement 20 USC §1415, federal law and regulations do not specify the process for selecting an IHO. §1415(f)(2)(a) and 34 CFR §300.508 require that the IHO not be an employee of the SEA or LEA involved in the education or care of the child or be a person who has a personal or professional interest that

State Requirement	Citation	How State Requirement is Different from Federal Requirement
sought to be reviewed. Requires the IHO to complete a training program and updates. Regulations establish procedures to suspend/revoke IHO certification on the grounds of incompetence or misconduct.		conflicts with the person's objectivity in the hearing, possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice and ability to render and write decisions in accordance with appropriate, standard legal practice. There are no federal requirements that a State set maximum rates for IHOs or specific federal requirements for the suspension of an IHO.
Two-year statute of limitations on commencement of an impartial hearing.	Ed. L. §4404(1)	Federal law applies a two-year statute of limitation, except where the State prescribes an explicit time limitation for requesting a hearing.
Procedures for review of the decision of an IHO.	Ed. L. §§ 4404(2); 4410(7)(d)  8 NYCRR §§200.5(k); 200.16 (h)(9-10); Part 279	Although necessary to comply with 20 USC §1415(g), federal law does not prescribe specific procedures for the State-level review of the IHO's decision.
Four-month statute of limitations for judicial review under Article 4 of the Civil Practice Law and Rules (CPLR).	Ed. L. §4404(3)(b); CPLR §217(1)	Federal law provides for a 90-day statute of limitations unless the State has an explicit time limitation.
The CSE or CPSE must immediately amend the student's IEP to be consistent with a mediation agreement.	Ed. L. §4404-a (5)  8 NYCRR §200.5(h)(3)	There is no comparable federal requirement.
Reimbursement of costs of tuition and maintenance for students attending an approved private school for students with disabilities, a special act school district or the State-operated schools for the deaf and blind.	Ed. L. §§4405, 4401 (3), (5) Social Services Law §153(10)  8 NYCRR §§200.9; 200.10	Federal law does not require that states set tuition or maintenance rates for schools and leaves it to the states to assign fiscal responsibility for special education programs and services among school districts and other public agencies.
State aid formula for the computation of State private excess cost aid.	Ed. L. §§4405(3); 4401 (6) and (7); Chapter 53 of the Laws of 2005	Federal law does not prescribe formulas for computing State aid for services to students with disabilities.
With approval of SED, school districts may contract with educational facilities located outside of the state where	Ed. L. §4407(1)	Federal law does not establish a specific standard for out-of-state placements of students with

State Requirement	Citation	How State Requirement is Different from Federal Requirement
there are no appropriate public or private facilities for instruction of the student because of the student's unusual type of disability or combination of disabilities.		disabilities.
SED must maintain a register of approved out-of-state schools and, to be included on such registry, approved residential schools must meet the core requirements of the out-of-state placement committee established by § 483-d of the Social Services Law (e.g., site visit, licensed or chartered by agency of state of location, appropriate laws and regulation relating to allegations of abuse or neglect, types of services consistent with NYS law).	Ed. L. §4407(1); Social Services Law §483-d(2)(b)  8 NYCRR §200.1(d)	Federal law does not require states to establish registries of approved out-of-state schools and does not prescribe criteria or procedures to be used by states in approving out-of -state schools
State aid formula for reimbursement of the cost of tuition, maintenance and transportation for students with disabilities receiving services in July and August, including a 10 percent chargeback to a municipality.	Ed. L. §4408, Chapter 53 of the Laws of 2005	Federal law does not prescribe formulas for computing state aid for services to students with disabilities or assign fiscal responsibility for special education programs and services among school districts and other public agencies.
Approved July and August programs must operate for six weeks and shall be funded for 30 days of service.	Ed. L. §4408(1)	Federal law does not prescribe criteria for the approval of programs or the conditions under which State aid is paid.
Preschool evaluators may be private providers or a group of appropriately licensed or certified professionals.	Ed. L. §§4410(1)(a), (4)(b), (9), (9-a)  8 NYCRR §200.16 (c)	There is no comparable federal requirement.
Definition of preschool child makes children who turn age 5 on or before December 1 ineligible for preschool services and continues preschool eligibility through August of the year in which the student is first eligible to attend kindergarten. Establishes criteria for the identification of a preschool child with a disability.	Ed. L. §4410 (1)(i)  8 NYCRR §200.1(mm)	There are no comparable federal requirements.
Related services must be provided at a site determined by the BOE, including but not limited to a child care location or the child's home.	Ed. L. §4410(1)(j)  8 NYCRR §200.16(i)(3)(i)	There is no specific federal requirement as to the location at which related services must be delivered.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
Special education itinerant teacher services (SEIT) are provided at a site determined by the BOE, including but not limited to a childcare location or the child's home.	Ed. L. §4410(1)(k)  8 NYCRR §200.16(i) (3)(ii)	Although federal regulations require itinerant teachers in the continuum of services, there is no federal definition of SEIT services and no specific federal requirement as to the location at which special education must be delivered.
Membership of the CPSE includes an additional parent member and a municipality representative. All members of the CSE must participate in meetings except that the parent can decline the participation of the additional parent member and the attendance of the municipality representative is not required for a quorum.	Ed. L. §4410(3) (a)(1)  8 NYCRR §200.3(a)(2)	There are no federal requirements for an additional parent member or municipality representative on the committee. Federal law authorizes the parent and school to agree that the attendance of an IEP team member is not necessary or that a member may be excused from an IEP meeting.
Written meeting notice must be given to CPSE members 5 business days before the meeting.	Ed. L. §4410(3)(a)(2)  8 NYCRR §200.5(c)	Federal regulations require a meeting notice to parents, not other CPSE members, and parent notice must be early enough to assure opportunity to attend.
The BOE must provide the parent with a list of approved evaluators in the geographic area.	Ed. L. §4410(4)(b)  8 NYCRR §200.16 (h)(2)	Federal law imposes evaluation responsibilities on the LEA and does not require a list of private approved evaluators.
Parent selects evaluator from list of approved evaluators.	Ed. L. §4410(4)(b)  8 NYCRR §200.16 (c)(1)	Federal law imposes evaluation responsibilities on the LEA, with parental right to independent evaluation under limited circumstances.
Documentation of the evaluation must include summary report of findings of evaluation.	Ed. L. §4410(4)(c)  8 NYCRR §200.16(c)(2)	There is no federal requirement for a summary report.
Approved evaluators must transmit documentation of evaluation to all CPSE members and a person designated by the municipality; municipality must notify approved evaluators in the geographic area of the person so designated.	Ed. L. §4410(4)(d)  8 NYCRR §200.16(c)(2)	The IEP team must review the evaluation, but there is no federal requirement that all documentation be sent to all IEP team members or to a municipality.
Costs of translating summary report and evaluation separately reimbursed.	Ed. L. §4410(4)(d)	Federal law is silent on method of reimbursement of translation costs.
CPSE must recommend intensity of	Ed. L.	IEP must state the special

State Requirement	Citation	How State Requirement is Different from Federal Requirement
services on the IEP and consider single services or half-day programs or related services only or special education itinerant services (SEIT) only or related services plus SEIT only	§4410(5)(b)(i)  8 NYCRR §§200.1(p), (q), (u) and (v); 200.4(d)(2)(v)(b)(7); 200.16(e)(3)	education and related services and specify the frequency, duration and location of such services. There is no explicit reference in federal law or regulation to intensity of services. IEP team is not required to consider single services or half-day programs or related services only or SEIT only for every student.
Where a related service or SEIT is recommended, CPSE must ask parent to identify child care location or other site at which services will be delivered.	Ed. L. §4410(5)(b)(ii)	Federal law is silent about requesting parent to identify site at which services will be delivered.
CPSE recommendation must include an explanation of why the CPSE did not adopt the parent's expressed preference with respect to frequency, duration or intensity or with respect to more or less restrictive settings.	Ed. L. §4410(5)(b)(iii)  8 NYCRR §200.16(e)(6)	There is no specific federal requirement that the IEP team respond in writing to parents' expressed preferences.
Establishes procedures if the BOE disagrees with the CPSE recommendation for a preschool student with a disability.	Ed. L. §4410(5)(d)  8 NYCRR §§200.5(a)(6)(ii) 200.16(e)(6); §200.16(f)	There are no federal requirements relating to the role of the BOE.
The BOE must select related service providers from list maintained by municipality.	Ed. L. §4410(5)(d)  8 NYCRR §200.16(f)(2)	Under federal law, the LEA provides or contracts for related services.
The BOE must provide each related service provider with a copy of the IEP and the name and address of each related service provider.	Ed. L. §4410(5)(d)  8 NYCRR §200.16(f)(2)	Federal law and regulations do not specifically require that related service providers receive a copy of the IEP and do not require sharing of information about other related service providers.
The BOE must designate a related service provider or the SEIT provider to coordinate the provision of services	Ed. L. §4410(5)(d)  8 NYCRR §200.16(f)(2)	Federal law and regulations are silent about coordination.
Preschool child must receive services commencing with starting date of program but no later than 30 days after CPSE recommendation.	Ed. L. §4410(5)(e)  8 NYCRR §200.16(f)(1)	Federal regulations require that IEP be implemented "as soon as possible" following the IEP team recommendation.
Role of municipality in contracting with approved programs and related service	Ed. L. §4410(5)(f)	Municipality rather than LEA contracts for services.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
providers to provide special education programs and services.	8 NYCRR §200.16(f)(3)	
The BOE determines the appropriate municipality based on residence.	Ed. L. §4410(5)(g)  8 NYCRR §200.16(f)(4)	Rights under federal law are based on the child's school district of residence, not municipality of residence.
Where preschool child moves to another school district within a reasonable distance of the placement, the child may continue in the placement if it is consistent with the child's individual needs.	Ed. L. §4410(5)(g)  8 NYCRR §200.16(f)(5)	Under IDEA §614(d)(C)(i)(I), a child who transfers to another school district must be provided comparable services until the new LEA adopts the existing IEP or develops and implements a new IEP.
Municipality must provide transportation to and from special services or programs and must request parents to transport their own children at public expense.	Ed. L. §4410(8); (13)(a)(ii)	Federal law imposes obligation to provide transportation on the LEA, not a municipality and there is no federal requirement to ask parents to transport at public expense.
Approval of the Commissioner of Education required for transportation beyond 50 miles.	Ed. L. §4410(8)	There is no federal requirement for approval of transportation beyond a specified distance.
Preschool program may include evaluation component including multi-disciplinary evaluation component.	Ed. L. §4410(9)(a); (b)  8 NYCRR §§200.1(nn); 200.16(c)(1)	Federal law imposes responsibility to conduct evaluations on the LEA and is silent about approval of private providers to conduct evaluations.
Commissioner approves programs and providers of early intervention services may become approved providers under section 4410.	Ed. L. §4410(9)(a); Public Health L. §2551	Federal law leaves program approval up to the states.
Commissioner must give municipality of location or with fiscal responsibility an opportunity to comment within 30 days of review of approved program.	Ed. L. §4410(9)(a)  8 NYCRR §200.20(c)(3)	Federal law is silent about reviews of approved programs.
Reviews of approved programs may be conducted not more than once every 3 years in accordance with procedures developed in collaboration with municipalities and approved programs.	Ed. L. §4410(9)(a)  8 NYCRR §200.20(c)	Federal law is silent about reviews of approved programs.
Municipalities shall be allowed to participate in reviews of approved programs.	Ed. L. §4410(9)(a)  8 NYCRR §200.20(c)	Federal law is silent about reviews of approved programs.
Multi-disciplinary evaluation programs may rely on formal written agreements	Ed. L. §4410(9)(b)	Federal law is silent about multi-disciplinary evaluation programs.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
or affiliations with appropriately certified or licensed professionals or agencies employing them.		
Approved providers may conduct a program that relies on written agreements or affiliations with other approved programs or appropriately certified or licensed professionals.	Ed. L. §4410(9)(d)	Federal law leaves program approval up to the states.
School districts and groups of appropriately licensed and/or certified professionals may apply for approval as an evaluator, including provision of multi-disciplinary evaluation services.	Ed. L. §4410(9-a)(a)	Although 20 USC section 1412(a)(11) requires the SEA to exercise general supervision over all educational programs in the State, federal law does not require SEA approval of school districts or groups of professionals to conduct an evaluation.
Commissioner must give municipality of location an opportunity to comment on review of evaluation program of school district or group of professionals.	Ed. L. §4410(9-a)(b) 8 NYCRR §200.20(c)	Federal law is silent about reviews of approved programs.
Commissioner shall establish a billing and reimbursement system for approved evaluators.	Ed. L. §4410(9-a)(c) 8 NYCRR §200.9	Federal law is silent about reimbursement and billing systems.
Commissioner shall establish a process for reapproval of preschool programs.	Ed. L. §4410(9-b) 8 NYCRR §200.20(c)	Federal law is silent about re-approval of an approved program.
Commissioner may require approved programs and evaluators to submit copies of advertising and may revoke approval for false, misleading, deceptive or fraudulent advertising.	Ed. L. §4410(9-c) 8 NYCRR §200.20(a)(10)	Federal law is silent about advertising by approved programs.
Approved providers were required to submit business plans to the Commissioner by 1/1/97.	Ed. L. §4410(9-c) 8 NYCRR §200.20(a)(11)	Federal law is silent about business plans.
Commissioner establishes tuition rates for approved programs.	Ed. L. §4410(10)(a) 8 NYCRR §200.9	Federal law is silent about tuition rates and reimbursement methodologies.
Commissioner provides for reimbursement for evaluation costs and approved costs for transportation by the municipality.	Ed. L. §4410(10)(b), (c)	Federal law is silent about tuition rates and reimbursement methodologies.
Commissioner provides for	Ed. L.	Federal law allows

State Requirement	Citation	How State Requirement is Different from Federal Requirement
reimbursement of administrative costs incurred by the BOE using federal funds allocated by formula, with the balance billed to the municipality.	§4410(10)(d)(i)  8 NYCRR §200.17(a)	reimbursement of an LEA's administrative costs, but is silent about reimbursement from State or local funds.
Commissioner provides for reimbursement of a BOE's due process costs by the municipality.	Ed. L. §4410(10)(d)(ii)  8 NYCRR §200.17(b)	Federal law is silent about tuition rates and reimbursement methodologies.
Commissioner provides for reimbursement of municipality's administrative costs.	Ed. L. §4410(10)(d)(iii)	Federal law is silent about tuition rates and reimbursement methodologies.
Financial responsibility for approved costs of programs and services is imposed on the municipality in the first instance, with partial reimbursement by the State.	Ed. L. §4410(11)(a), (b)	Federal law makes the LEA responsible for providing FAPE, but leaves assignment of fiscal responsibility to the states.
Municipalities may conduct fiscal audits of approved programs and services.	Ed. L. §4410(11)(c)  8 NYCRR §200.18	Federal law leaves it to the states to determine who conducts audits.
Commissioner must establish advisory committee on tuition rate methodologies.	Ed. L. §4410(12)(a)	Federal law is silent about development of tuition rate methodologies.
Commissioner must establish regional cost ceilings on average per pupil transportation costs.	Ed. L. §4410(13)(a)(i)  8 NYCRR §200.9(f)(4)	Federal law is silent about reimbursement methodologies.
Commissioner must require that each approved program apply to provide special education itinerant services.	Ed. L. §4410(13)(a)(iii)	There is no comparable federal requirement.
Commissioner shall develop clinical practice guidelines to assist evaluators.	Ed. L. §4410(13)(c)	There is no comparable federal requirement.
Provides reimbursement mechanism for payment of costs for preschool child in foster care or a homeless child or in residential care by municipality and the State.	Ed. L. §4410-a	Although necessary to implement the requirements of 34 CFR §300.142 to establish responsibility for services, there is no specific federal requirement concerning reimbursement methodologies.
Provides for allocation by LEAs to approved providers of an amount equal to the per capita share of IDEA Part B funds provided to an LEA.	Ed. L. §4410-b	Federal law provides for allocation of IDEA Part B funds to LEAs, not private providers.
School bus used to transport children with disabilities, with parental consent,	Vehicle and Traffic Law §375(20)	Federal law does not require that information on students with

State Requirement	Citation	How State Requirement is Different from Federal Requirement
must have information on the name of the student, the nature of the student's disability and a contact in case of emergency.		disabilities be maintained on school buses.
Training in cardiopulmonary resuscitation (CPR) is required for school bus attendants who serve students with disabilities whose IEPs require school bus attendants.	Vehicle & Traffic Law §229-d(3)	Federal law does not prescribe training requirements for school bus attendants serving students with disabilities.
Definition of adaptive behavior.	8 NYCRR §200.1(a)	Not defined in federal law or regulation.
Definition of adapted physical education.	8 NYCRR §200.1(b)	Not defined in federal law or regulation.
Definition of annual review.	8 NYCRR §200.1(c)	Not defined in federal law or regulation.
Definition of change in program.	8 NYCRR §200.1(g)	Not defined in federal law or regulation.
Definition of change in placement.	8 NYCRR §200.1(h)	Federal regulations define change of placement for discipline.
Definition of days includes school days during the months of July and August.	8 NYCRR §200.1(n)	Federal regulations do not define school days for July and August.
Definition of medical services includes services provided by "another appropriately licensed or registered health professional in consultation with or under the supervision of a licensed physician."	8 NYCRR §200.1(ee)	Federal regulations define medical services to mean services provided by a licensed physician.
Definition of occupational therapy - means the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.	8 NYCRR §200.1(gg)  Ed. L. § 7901	Federal regulations define occupational therapy to mean services provided by a qualified occupational therapist and includes improving, developing or restoring functions impaired or lost through illness, injury or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education and requires the curriculum and instruction provided to such groups to be	8 NYCRR §200.1(ww)(3)(ii)	There is no comparable federal requirement.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
consistent with the individual needs of each student in the group and that the instruction needed to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.		
Definition of other health impaired.	8 NYCRR §200.1(zz)(10)	Federal definition does not include tuberculosis and Tourette's Syndrome.
Definition of traumatic brain injury.	8 NYCRR §200.1(zz)(12)	Federal definition does not include injuries caused by certain medical conditions; does not exclude degenerative brain injuries and omits from its definition that the injury must result in total or partial functional disability or psychosocial impairment.
Requires all persons involved in collection of data to have prior training.	8 NYCRR §200.2(a)(3)	Although 20 USC 1416(b)(2)(B) and 1416(i) requires the State to ensure valid and reliable information, there is no specific requirement for staff training.
BOE must adopt a written policy that establishes administrative policies and procedures to ensure parents have received and understand the request for consent for evaluation of a preschool child.	8 NYCRR §200.2(b)(5)	There is no comparable federal requirement.
BOE must maintain lists including a surrogate parent list; list of preschool programs.	8 NYCRR §200.2(e)	While necessary to implement the federal requirements for appointment of surrogate parents and placement in preschool programs, there are no federal requirements for specific lists.
Specifies the four areas to be considered for present levels of academic achievement and related developmental needs of the student.	8 NYCRR §§200.1(ww)(3)(i); 200.4(b)(5)(ii)(b)	Although federal law requires the IEP to report on the student's current level of academic achievement and related developmental needs, it does not specifically require the IEP to include such areas as physical, social and management needs.
The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with certification or	8 NYCRR §200.4(b)(6)(vi)	Federal law or regulation does not specify that a multidisciplinary team must conduct the individual evaluation,

State Requirement	Citation	How State Requirement is Different from Federal Requirement
knowledge in the area of the suspected disability.		
Requires students age 12 and those referred to special education for the first time who are age 12 and over to receive an assessment that includes a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests.	8 NYCRR §200.4(b)(6)(viii)	There is no federal requirement for a vocational assessment at age 12.
The results of the evaluation are provided to the parents in their native language or other mode of communication unless it is clearly not feasible to do so.	8 NYCRR §200.4(b)(6)(xii)	Federal regulations require that the public agency take reasonable efforts to ensure that the parents understand, and are able to participate in, any group discussions relating to the educational placement of their child, including arranging for an interpreter if needed.
Requires the recommendation of the CSE be provided to the BOE which must arrange for special education programs and services to be provided to the student with a disability within 60 school days of the receipt of consent to evaluate.	8 NYCRR §§200.4(d); 200.4(e)(1)	20 USC 1414(a)(1)(C)(i)(1) requires that an initial evaluation to determine whether a child is a child with a disability must be conducted within 60 calendar days of receiving consent for evaluation unless the State establishes a different time frame for the evaluation. 34 CFR §§300.342(b)(2) requires a meeting to develop the IEP to be conducted within 30 days of the date of eligibility and for the IEP to be implemented as soon as possible following development of the IEP.
The IEP must indicate the individual needs of the student in accordance with the four need areas – academic, social, physical and management needs.	8 NYCRR §§200.1(w)(3)(i); 200.4(d)(2)(i)	Federal law and regulations require a statement of present levels of academic achievement and functional performance but do not specify the need areas that must be addressed.
The IEP must indicate the classification of the disability.	8 NYCRR §200.4(d)(2)(ii)	There is no federal requirement that the classification of the student's disability be indicated on the IEP.
The IEP must include evaluative criteria, evaluation procedures and schedules to be used to measure progress toward meeting the annual	8 NYCRR §200.4(d)(2)(iii)	Although necessary to implement the federal law that requires a description of how the child's progress toward meeting the

State Requirement	Citation	How State Requirement is Different from Federal Requirement
goal.		annual goals will be measured, federal law does not specify documentation of evaluative criteria, procedures and schedules.
The IEP must include short-term instructional objectives and benchmarks for all preschool students.	8 NYCRR §200.4(d)(2)(iv)	Federal law requires short-term objectives and benchmarks only for students who take the alternate assessment.
The IEP must indicate the regular classes in which the student will receive consultant teacher services, the class size and the extent to which the student's parents will receive parent counseling and training.	8 NYCRR §200.4(d)(2)(v)(b) (1), (2) and (5)	There are no comparable federal requirements, except that parent counseling and training is a related service, and for all related services, the IEP must specify the duration, frequency and location of services.
The IEP must indicate the class size, if appropriate.	8 NYCRR §§200.4(d)(2)(v)(b) (2); 200.1(i); 200.1(uu)	There are no federal requirements for special class sizes.
For preschool students, indicate the childcare location arranged by the parent or other site if the recommendation is for one or more related services or itinerant services.	8 NYCRR §200.4(d)(2)(v)(b) (8)	There is no comparable federal requirement.
The IEP must include transition services on the student's IEP beginning not later than the first IEP to be in effect when the student is age 15.	8 NYCRR §200.4(d)(2)(ix)	Federal requirements are that transition services must be documented on the student's IEP beginning not later than the first IEP to be in effect when the student is age 16.
The IEP must indicate the projected date of the student's next annual review.	8 NYCRR §200.4(d)(2)(xi)	There is no federal requirement that the projected date of the next annual review be included on the student's IEP.
The IEP must identify the recommended placement of the student (i.e., a public school, BOCES or schools enumerated in articles 81, 85, 87, 88 or 89).	8 NYCRR §200.4(d)(2)(xii)	There is no federal requirement that the IEP identify the public school, BOCES or other school at which special education services will be delivered.
State regulations specify that the individual representing the public agency must be the representative of the school district appointed to the CSE when the parent and public agency agree to use alternative means of meeting participation.	8 NYCRR §200.4(d)(4)(i)(d)	Federal law and regulations only specify public agency.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>A report of the evaluation upon which the recommendation is based must be forwarded to the BOE along with the recommendation.</p> <p>In the event that the parent does not choose to participate in the development of the IEP recommendations, the CSE must still forward its recommendation to the BOE and the parents.</p>	8 NYCRR §200.4(d)(5) and (6)	There are no comparable federal requirements.
<p>When consultant teacher services are specified in a student's IEP, the regular education teachers of the student for whom the service will be provided must be given the opportunity to participate in the instructional planning process with the consultant teacher to discuss the objectives and to determine the methods and schedules for such services following the development of the IEP.</p>	8 NYCRR §200.4(e)(5)	There is no similar federal requirement.
<p>If a participating agency fails to provide transition services, the IEP must be revised, if necessary.</p>	8 NYCRR §200.4(e)(6)	There is no specific requirement that the IEP be revised if a participating agency fails to provide transition services.
<p>Prior to the annual review, the CSE must notify the parent of its intent to review the student's program and placement (prior written notice).</p>	8 NYCRR §200.4(f)(3)	There is no similar federal requirement. Federal law requires meeting notice.
<p>Prior written notice for initial evaluation or before a reevaluation must identify the uses to be made of the information.</p>	8 NYCRR §200.5(a)(5)(i)	Federal regulations require a description of the action proposed and an explanation of why the district proposes to take the action.
<p>Parent can agree in writing to withdraw a referral for special education.</p>	8 NYCRR §200.5(b)(1)	There are no comparable federal requirements.
<p>The parent must receive notification in writing at least five days prior to a CSE or CPSE. The meeting notice may be provided to the parent less than five days prior to the meeting to meet the timelines in accordance with Part 201 of this Title and in situations in which the parent and the school district agree to a meeting that will occur within five days.</p>	8 NYCRR §200.5(c)(1)	Federal regulations require a parent be notified early enough to ensure that they will have an opportunity to attend the meeting.
<p>Meeting notice must inform the parent(s) of the names and titles of</p>	8 NYCRR §200.5(c)(2)(i)	Federal regulations require the meeting notice to indicate who

State Requirement	Citation	How State Requirement is Different from Federal Requirement
those persons expected to attend the meeting.		will be in attendance.
Notice of meeting to include that the parent(s) has the right to participate as a member of the CSE with respect to the identification, evaluation and educational placement of his or her child.	8 NYCRR §200.5(c)(2)(ii)	Federal regulations require that the public agency take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded to opportunity to participate.
Notice of meeting to inform the parent(s) of his or her right to request, in writing at least 72 hours before the meeting, the presence of the school physician member of the CSE.	8 NYCRR §200.5(c)(2)(iv)	There is no comparable federal requirement.
If the meeting is being conducted by a subcommittee on special education, the meeting notice must inform the parent(s) that, upon receipt of a written request from the parent, the subcommittee shall refer to the CSE any matter on which the parent(s) disagrees with the subcommittee's recommendation concerning a modification or change in the identification, evaluation, educational placement or provision of a free appropriate public education to the student.	8 NYCRR §200.5(c)(2)(vi)	There is no comparable federal requirement.
A school district must use the procedural safeguards notice prescribed by the Commissioner of Education.	8 NYCRR §200.5(f)(1)	Federally required for NYS based on a corrective action monitoring plan. There is no federal law or regulation requiring LEAs to use a State-mandated procedural safeguards notice.
Specific procedures relating to the conduct of an impartial hearing,	8 NYCRR §200.5(j)(3) and (5)	Although such procedures are necessary to comply with federal law, except for the general requirements set forth in 20 USC §1415(f) and (h) and 34 CFR §300.507 – 300.514 (such as the 45-day limit for decisions, authority to grant extensions of time, a five-day evidence rule, representation by counsel or other persons with special knowledge and training, opportunity to compel and cross-examine witnesses and maintaining a verbatim record),

State Requirement	Citation	How State Requirement is Different from Federal Requirement
		the federal statute and regulations do not prescribe specific procedures for the conduct of impartial hearings.
The IHO may appoint a guardian ad litem to protect the interests of the student if the IHO determines that the interests of the parent are opposed to or are inconsistent with those of the student or that for any other reason the interests of the student would best be protected by appointment of a guardian ad litem. Requires guardian ad litem to be appointed from a list of surrogate parents or who is a pro bono attorney.	8 NYCRR §§200.5(j)(3)(ix); 200.1(s)	There is no comparable federal requirement.
A State complaint must include: a statement that the school district or SED has violated a federal or State law or regulation relating to the education of students with disabilities.	8 NYCRR §200.5(l)(1)(ii)(a)	Federal regulations specify that a State complaint may be filed for a violation of a requirement of Part B of IDEA, but does not include State law or regulations.
Upon receipt of a complaint to SED, SED may require a school district to submit a written reply to the complaint.	8 NYCRR §200.5(l)(2)(ii)	Federal regulations require the State to establish procedures to resolve a complaint.
Appointment of a surrogate parent within 10 business days of the date of the determination by the committee of the need for the surrogate parent.	8 NYCRR §200.5(n)(3)(iii)	Federal law requires the appointment of a surrogate parent within 30 calendar days.
Students with disabilities placed together for purposes of special education must be grouped by similarity of individual needs in accordance with the range of academic or educational achievement and learning characteristics, social development, levels of physical development and management needs.	8 NYCRR §§200.1(w)(3)(ii); 200.6(a)(3)	There are no comparable federal requirements.
Transitional support services must be provided for a teacher upon the recommendation of the CSE. When the provision of transitional support services is under consideration by a CSE, the teachers of the student for whom the service is being considered must be given the opportunity to participate in the CSE meeting for the purpose of advising the CSE of the extent to which such services are needed.	8 NYCRR §§200.6(c); 200.1(ddd)	There are no comparable federal requirements.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Approval may be granted by the State for a variance to exceed 20 students. Each student with a disability requiring consultant teacher services must receive direct and/or indirect services for a minimum of two hours a week.</p>	<p>8 NYCRR §§200.1(m); 200.6(d)(1), (2) and (3)</p>	<p>There are specific federal requirements on the caseload of an itinerant teacher or minimum levels of service.</p>
<p>Speech and language services must be provided for a minimum of two 30-minute sessions each week and the total caseload of such students for teachers providing speech-language services cannot exceed 65.</p> <p>When a related service is provided to a number of students at the same time, the number of students in the group cannot exceed five students per teacher or specialist (with a variance for NYC).</p>	<p>8 NYCRR §200.6(e)(2) and (3)</p>	<p>There are no specific federal requirements on minimum levels of service, group size for instructional purposes or caseloads for speech and language therapists.</p>
<p>Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in the resource room program.</p> <p>Students must not spend more than 50 percent of their time during the day in the resource room program.</p> <p>An instructional group in a resource room program cannot exceed five students per teacher (with a variance for NYC).</p> <p>The composition of instructional groups in resource room must be based on similarity of individual needs.</p> <p>Commissioner may grant approval for a variance of the instructional group and the resource room teacher caseload.</p>	<p>8 NYCRR §§200.1(rr); 200.6(f)(1)-(6); 200.1(i); 200.1(w)(3)(ii)</p>	<p>There are no specific federal requirements relating to minimum frequency or duration of services, instructional group sizes, criteria for grouping students or variances for students receiving resource room services.</p>
<p>The size and composition of a special class must be based on the similarity of the individual needs of the students and be composed of students with disabilities with similar individual</p>	<p>8 NYCRR §§200.6(g)(2) – (8); 200.1(i), (uu) and (ww)(3)(ii)</p>	<p>There are no comparable federal requirements for grouping students for instructional purposes, maximum class sizes, chronological age ranges or</p>

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>needs.</p> <p>Regulations establish maximum special class sizes based on learning and management needs of the students.</p> <p>Chronological age range within special classes of students with disabilities who are less than 16 years of age shall not exceed 36 months.</p> <p>Commissioner may approve a variance from the special class sizes and chronological age ranges.</p>		variances for special classes..
Home and hospital instruction must be provided a minimum of five hours per week at the elementary level, preferably one-hour daily; or a minimum of 10 hours per week at the secondary level, preferably one hour daily.	8 NYCRR §§200.6(h)(1) & (2); 200.1(w)	There are no comparable federal requirements.
Requirements for State approval of private school placements for reimbursement purposes.	8 NYCRR §200.6(i)(1), (2) and (3)	Federal law does not prescribe approval requirements for State aid purposes.
State may require a BOE to take corrective action if it determines that a BOE has engaged in a pattern or practice of placing students with disabilities in private day or residential schools when appropriate placements were available in public facilities or of failing to make residential and/or nonresidential private school placements in a timely manner or of failing to submit timely applications for State approval of reimbursement.	8 NYCRR §200.6(i)(5)	While this specific requirement is not stated in federal law or regulations, it is consistent with and necessary to implement federal requirements for ensuring placements in the least restrictive environments and the monitoring and enforcement responsibilities in federal law.
The Commissioner may grant a waiver to a school district from any requirement in sections 200.1 and 200.6 upon a finding that such waiver will enable the school to implement an innovative special education program.	8 NYCRR §200.6(k)	There is no federal requirement that the State must provide an innovative waiver process from its State requirements.
The percent of each instructional school day during which a student is provided any one or combination of the special education programs and services shall be in keeping with the standards established in section 200.6 (i.e., caseloads, minimum levels of	8 NYCRR §200.6(l)	There are no comparable federal requirements.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
service, grouping, class sizes).		
Procedures for approval of private school for reimbursement with public funds.	8 NYCRR §200.7(a)	Although necessary to comply with 20 USC §1412(a)(11)(A), federal law does not prescribe specific requirements for State approval of private schools.
All persons applying to be employees or volunteers at private, State-operated and State-supported residential schools to review, evaluate and verify the backgrounds of, and information supplied by, all applicants.	8 NYCRR §200.7(b)(6)	There is no federal comparable requirement
Requires the evaluation conducted by the State-operated school to be shared with school district of residence.	8 NYCRR §200.7(d)(1)(i)(a)	Federal requirements are silent on the process for State-operated or State-supported schools.
The Commissioner determines the location of the MDT meetings.  If there is a tie vote at an MDT meeting, the parent casts the deciding vote.	8 NYCRR §200.7(d)(1)(i)(c)	Federal regulations do not specify who determines the location of an IEP team meeting.  Federal regulations do not reference voting or provide the parent with the right to cast the deciding vote.
Procedures for the appointment of students to State-supported schools.	8 NYCRR §200.7(d)(1)(ii) and (iii)	There are no federal requirements relating to appointment to State-supported schools.
Admission to public school of students residing in Office of Mental Health (OMH), Office of Mental Retardation and Developmental Disabilities (OMRDD) or childcare institutions – the school district’s CSE reviews the decision of the recommendation of the OMH, OMRDD or childcare institution’s CSE. The school district’s CSE determination goes to the BOE.	8 NYCRR §200.11	While consistent with the federal requirement to ensure a student’s placement in the least restrictive environment for each student and to meet 34 CFR §300.142 regarding interagency coordination, there are no specific comparable federal requirements on admission to public schools.
Commissioner must develop separate regulations relating to classroom instruction of children with autism that include: grouping of autistic children by age and functioning level, length of the instructional day for autistic children, starting school age for autistic children, the instructional program and teacher training.  Instructional services must be provided	Section 3 of Chapter 410 of the Laws of 1978  8 NYCRR §200.13	Federal law does not impose specific requirements relating to children with autism and does not prescribe requirements on instructional groupings or class size. There are no federal requirements to provide a certain type or level of service based upon a student’s disability classification.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
<p>to meet the individual language needs of a student with autism for a minimum of 30 minutes daily in groups not to exceed two, or 60 minutes daily in groups not to exceed six.</p> <p>Where a student with autism has been placed in programs containing students with other disabilities, or in a regular class placement, a special education teacher with a background in teaching students with autism must provide transitional support services in order to assure that the student's special education needs are being met.</p>		
Provides for referrals by Early Childhood Direction Centers, approved programs and early intervention providers.	8 NYCRR § 200.16(b) Ed. L. §4401-a	IDEA § 614(a)(1)(B) references referral for evaluation by a parent, State agency or LEA.
CPSE must provide a recommendation to the BOE within 30 school days of receipt of consent.	8 NYCRR §200.16(e)(1)	Federal law and regulation do not provide for submission of the IEP team recommendation to the BOE, but IDEA requires that determination of eligibility be made within 60 calendar days of consent for the initial evaluation.
Chronological age range shall not exceed 36 months.	8 NYCRR §200.16(i)(3)(iii)(a)	There are no federal requirements for age ranges for instructional groupings.
Class size shall not exceed 12 preschool students with disabilities with one teacher and one or more supplementary personnel.	8 NYCRR §200.16(i)(3)(iii)(b)	Federal law and regulation do not impose class size limitations.
Approved programs shall provide services for not less than 2 1/2 hours a day, 2 days a week.	8 NYCRR §200.16(i)(3)(iii)(c)	Federal law and regulation do not prescribe minimum days or hours of operation of providers.
Approved in-state residential programs shall provide services for a minimum of 5 hours a day, 5 days a week.	8 NYCRR §200.16(i)(3)(iv)	Federal law and regulation do not prescribe minimum days or hours of operation of providers.
Approval of preschool programs.	8 NYCRR §200.20(a)	Federal law leaves approval of schools and providers to the states.
Approved programs shall operate for 180 days each year.	8 NYCRR §200.20(a)(6)	Federal law does not prescribe the number of days a program must operate.
Approved programs must submit calendars of days of operation for approval of the Commissioner by July	8NYCRR §200.20(a)(7)	Federal law is silent about approval of calendars of providers.

State Requirement	Citation	How State Requirement is Different from Federal Requirement
first of the preceding school year.		
Approved programs must make attendance registers available to SED and school district of residence.	8 NYCRR §200.20(a)(8)	Federal law is silent about attendance registers.
Approved program must provide educational progress report to referring school district or agency at least annually.	8 NYCRR §200.20(b)(2)	Federal law is silent about reporting obligations of providers.
The team that makes the manifestation determination includes a representative of the school district knowledgeable about the student and interpretation of information about child behavior. The parent must receive written notice of the manifestation determination meeting.	8NYCRR §201.4(b)	Federal law requires the team to include the LEA but does not specify the qualifications of the individual from the LEA. Federal law does not specify that the team must make its decision in a meeting or that the parent receive written notice of the meeting.
An expedited evaluation must be completed no later than 15 school days after receipt of the request for evaluation. The CSE must make a determination of eligibility of such student in a meeting held no later than 5 school days after completion of the expedited evaluation.	8 NYCRR §201.6(b)	There are no federal timelines to complete an expedited evaluation.
An expedited due process hearing must be completed within 15 business days of receipt of the request for a hearing, provided that IHO may grant specific extensions of such time period at the request of either the school district or the parent. The IHO must mail a copy within five business days after the last hearing date, but in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.	8 NYCRR §201.11(c)	State regulations establish a shorter time period for the completion of the expedited hearing. Federal law requires the expedited hearing to be completed within 20 school days and the decision rendered within 10 school days after the hearing.